# Curriculum Fidelity

Montana Office of Pubic Instruction

Instructional Innovations Unit

# Group Norms

- Cell phone reminder
  - Breaks
  - Conversations
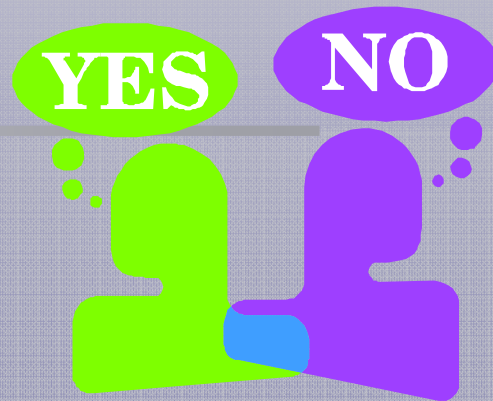  - Bathroom location
  - Questions

# Today's Purpose

- Define Curriculum Fidelity,

- Review fidelity checklists,

- Compare and contrast what **is** fidelity and what it is **not**,

- Analyze sample programs to compose fidelity checklists, and

- Consider current status of curriculum fidelity

# Response Cards

- Purpose

- Fidelity poll with response cards

# Fidelity defined

- Fidelity is the extent to which a curriculum or program is delivered in accordance with the intended (and tested) design.

# Fidelity is multi-dimensional

- Delivery
- Setting
- Materials
- Target population
- Instructor qualifications
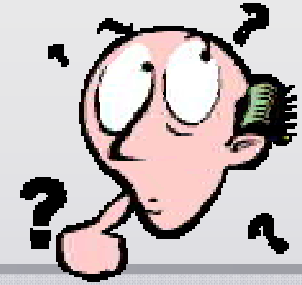- Professional development

# Barriers...

- ***Think/Write***
  1. What are barriers in classrooms for teachers?
  2. What are barriers across grade levels?
  3. What are barriers across the school?
- Pair/Share

# Fidelity...Why Not?

- No one is watching
- Teacher attitude: **I know** how to teach, what to teach;" it's okay for new teachers, but I'm a veteran teacher."
- No training or not enough
- Competing demands
- Poor match between program and target audience
- Lack of or non-allocation of personnel

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# What are we trying to accomplish with fidelity?

- Narrow the achievement gap
- Improve outcomes for all
- Prevent instructional causalities
- To be able to determine that a student has received appropriate instruction in the general education classroom (placement)
- To know what to attribute success to so we can replicate that success

Adapted from Joe Witt

# If we don't have fidelity...

- How do we know what made our instruction effective?

- How would we know if it was the procedure that failed or if it was the failure to implement?

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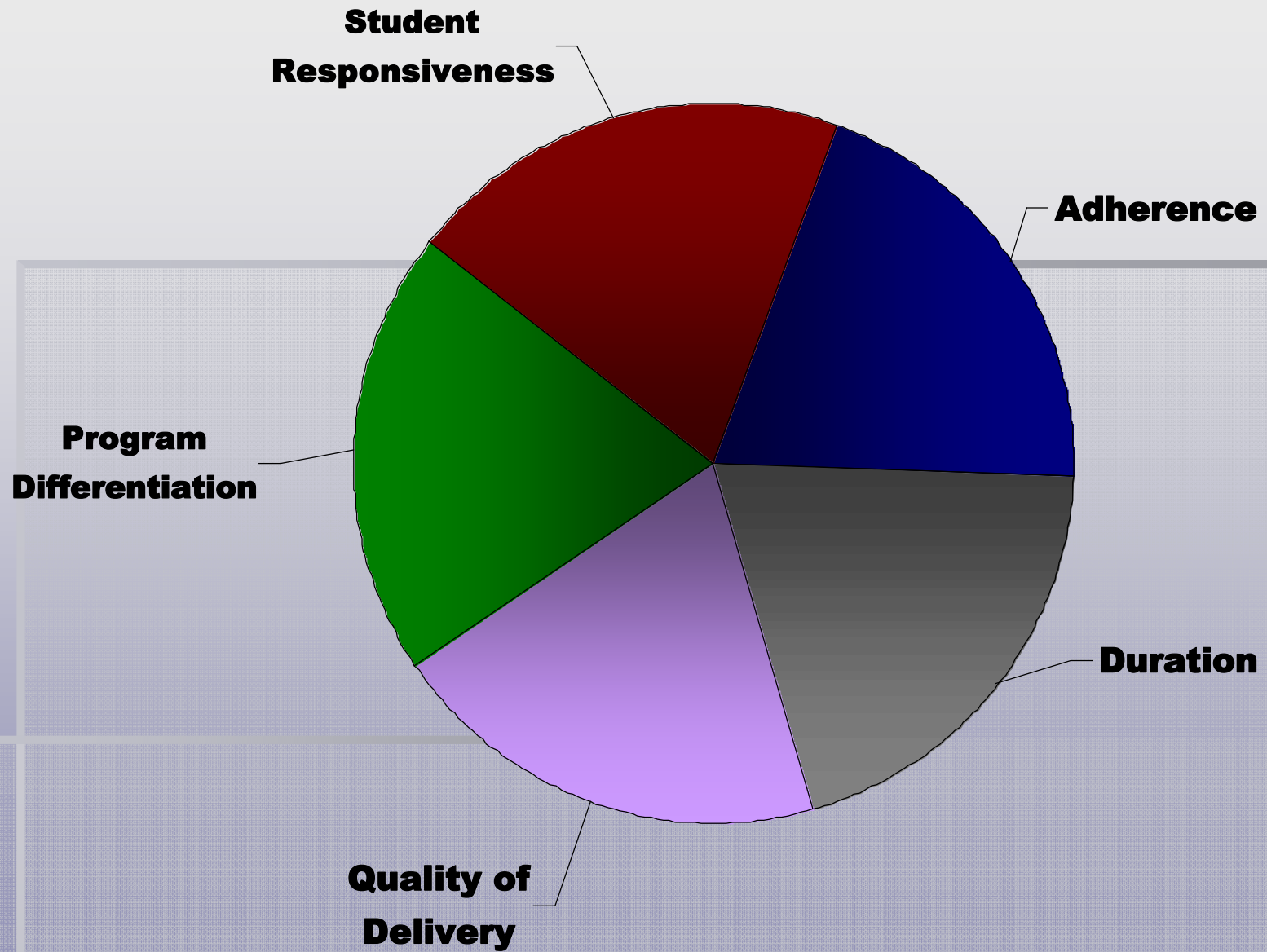
Dane & Schneider (1998)

# Adherence

- Sticking to the plan

- Are we drifting from core elements?

# Duration--Exposure

- Pacing
- Lesson length

# Quality of Delivery

- Explicit vs. Implicit
- Scaffolding during instruction
- Corrective Feedback
- Consistent, clear instruction
- Groups and transitions effectively managed
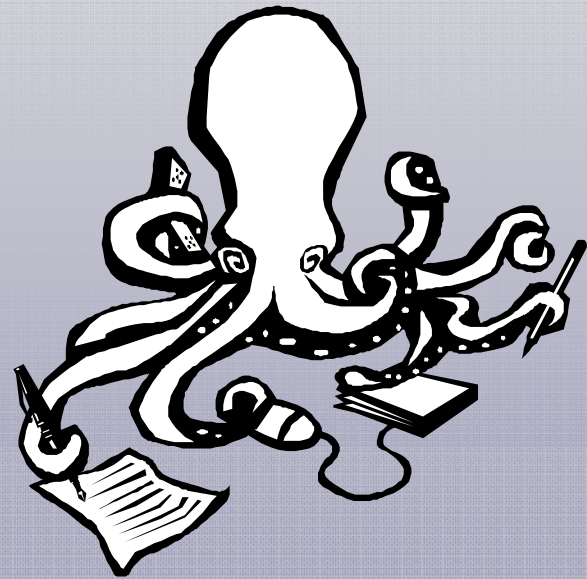
# Program Differentiation

- How well do you avoid inserting pieces from other programs?

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# Student Responsiveness

- Student engagement
- Time spent on task

# Program Characteristics

- Complexity

- Materials and resources required

- Perceived and actual effectiveness

# Organizational Characteristics

- Endorsed by administration and staff
- Adequate and on-going professional development
- Positive school culture

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# Promoting Fidelity

- ***Think/Write***

  1. What are ways to promote fidelity in classrooms for teachers?

  2. What are ways to promote fidelity across grade levels?

  3. What are ways to promote fidelity across the school?

- ***Pair/Share***

# Ways to promote program fidelity

- *Careful program selection: how is it "packaged" that is, are materials easy to access, organize, and utilize?*

- *Involve staff in program selection: is the program a good match for our students' needs?*

- *Plan for implementation: Prepare staff to implement program by providing training, practice opportunities, and coaching*

- *Continued monitoring*

- *Positive school climate*

# Assessing Fidelity

## Self Reporting

rating scales, checklists, interviews

Adapted from Joe Witt

# Assessing Fidelity

## Direct Observation

# Assessing Fidelity

## Program Fidelity Checklists

Many  programs include checklists for implementation.

This is becoming a common program component.

# Developing a Fidelity Checklist

- Steps
  - 1- Develop a list of each procedure component
  - 2- Record whether each component occurred
  - 3- Compute level of integrity by session and component

# Fidelity includes assessments!

- Formative assessments, summative assessments
- In-program assessments (placement assessments, unit tests, mastery tests)

# Curriculum Implementation

- Programs
- Scheduling
- Schoolwide –Intervention Plan
- Personnel
- Professional Development
- Contents: Reading, Math, Behavior
- Funding

# Program Fidelity IS...

- Utilizing program routines to scaffold instruction

- Keeping the program's instructional order

- All teachers meeting the instructional objectives for each lesson using the same materials to equalize student learning opportunities

- Using program materials

- Adhering to recommended pacing

# Program Fidelity is NOT...

- Doing everything on every page of the teacher's edition
- Administering every assessment
- Asking student to complete all possible practice pages
- All teachers having identical styles
- Everyone on the same page at the exact same time

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# What works for improving fidelity

- Two major categories of variables for improving fidelity have been studied:

  ---Antecedent strategies


  ---Consequences

Adapted from Joe Witt

# Research Outcomes

- Antecedent strategies
  --Training, necessary, but not sufficient


- Consequence Strategies
  --Performance feedback—Very effective
  --Graphing performance---Very effective
  
  Not always popular with the giver or receiver

Adapted from Joe Witt

# Protocols

- Standard protocols offer step by step guidance for each step of implementation

    There should be protocols for assessments, programs, data analysis, pacing, and scheduling.

- Protocols create a structure
    - People know what they are suppose to do
    - Depersonalizes the issue of fidelity
    - Monitoring is built into the process
    - Puts involved people on the same page

Adapted from Joe Witt

# Roles and responsibilities

- Teachers

- Instructional coaches

- Administration

# Roles and responsibilities

- How are your current roles and responsibilities similar to those within the table on page 4.7?

- How are your current roles and responsibilities different?

# How can instructors adjust programs without lessening fidelity?

# Instructional Adjustments

| Alterable Components | Specific Adjustments | | | | |
|---|---|---|---|---|---|
| *Opportunities to Learn (Time/Concentration of Instruction)* | Increase attendance | Provide instruction daily | Increase opportunity to respond | Vary schedule of easy/hard tasks/skills | Add another instructional period (double dose) |
| *Program Efficacy* | Preteach components of core program | Use extensions of the core program | Supplement core with appropriate materials | Replace current core program | Implement specially designed programs |
| *Program Implementation* | Model lesson delivery | Monitor implementation frequency | Provide coaching and ongoing support | Provide additional staff development | Vary program/lesson schedule |
| *Grouping for Instruction* | Check group placement | Reduce group size | Increase teacher-led instruction | Provide individual instructions | Change instructor |
| *Coordination of Instruction* | Clarify instructional priorities | Establish concurrent reading periods | Provide complementary reading instruction across periods | Establish communication across instructors | Meet frequently to examine progress |

"No program-no matter how sound it is-can have impact if its essential elements are not used"

(Yap, Aldersebase, Railsback, Shaughnessy, & Speth 2000)

"Only when effective practices are fully implemented should we expect positive outcomes.

Implementation matters"

(Blasé & Fixsen, 2005)

# Acknowledgments and Resources

- Montana RtI

- Courtney Peterson, OPI

- Dr. Joe Witt iSTEEP

- www.centeroninstruction.org

- www.rti4success.org